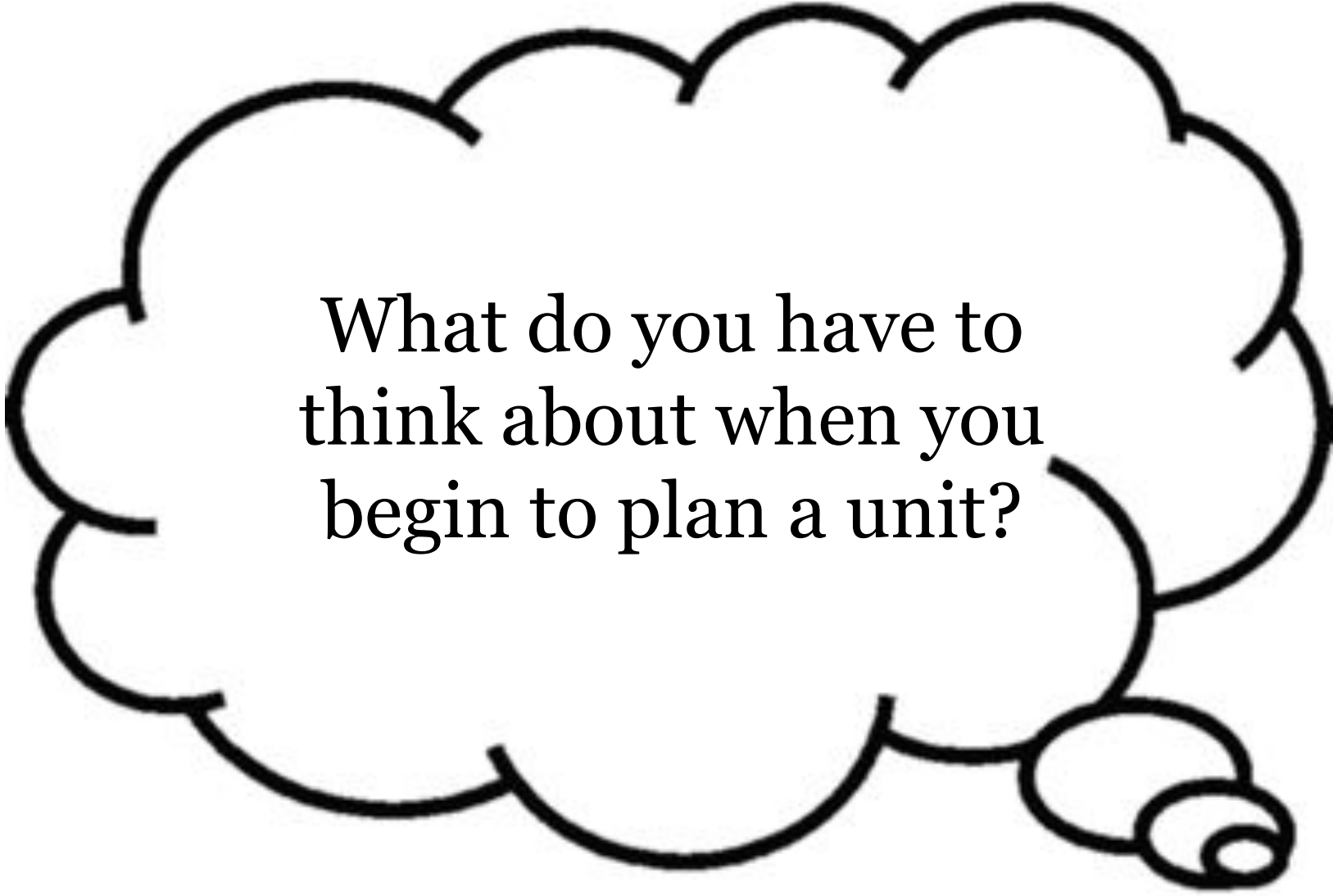



# ED 433 - Foreign Language Special Methods



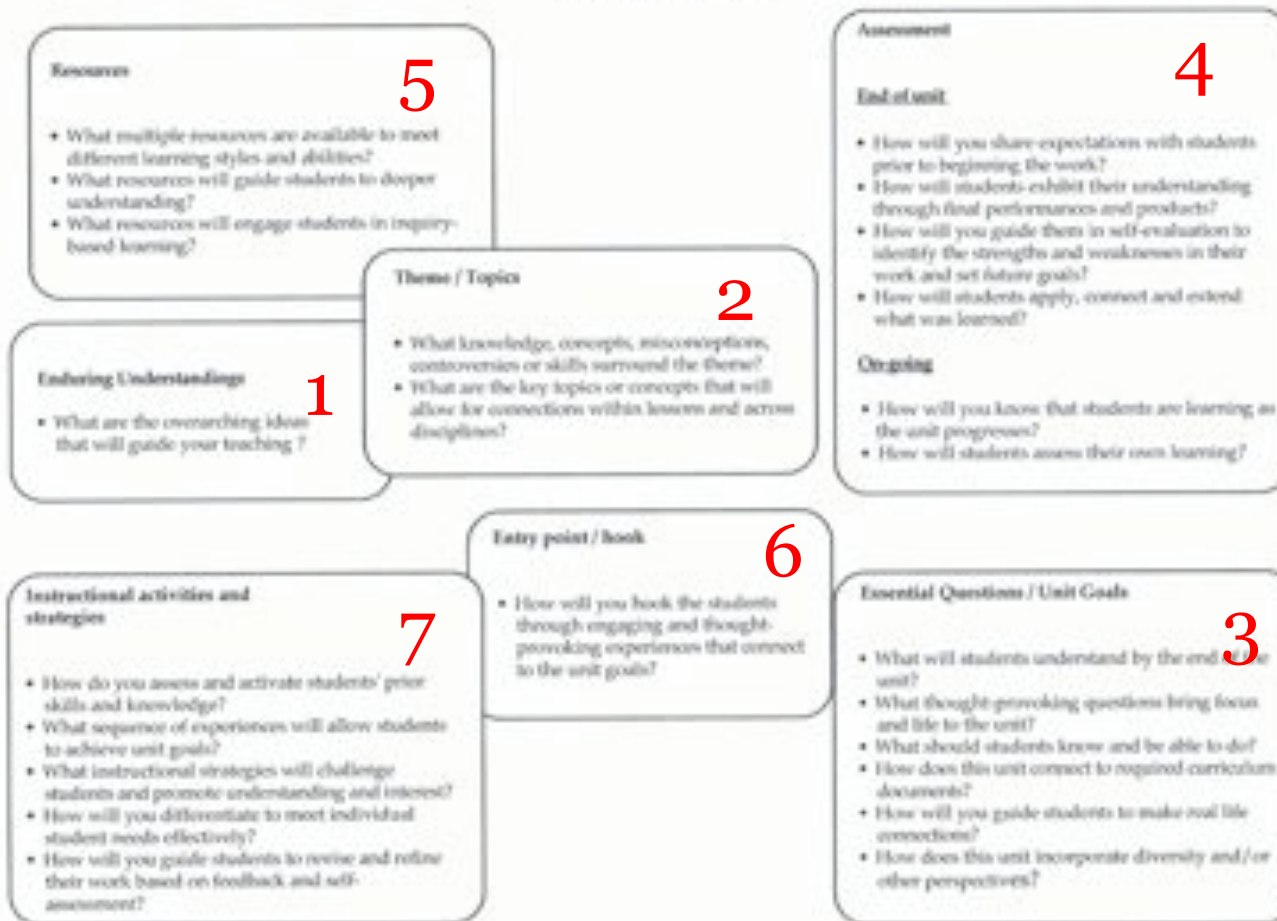
Laura Terrill  
Butler University  
Fall 2010





What do you have to  
think about when you  
begin to plan a unit?

## Planning Backwards What comes first?

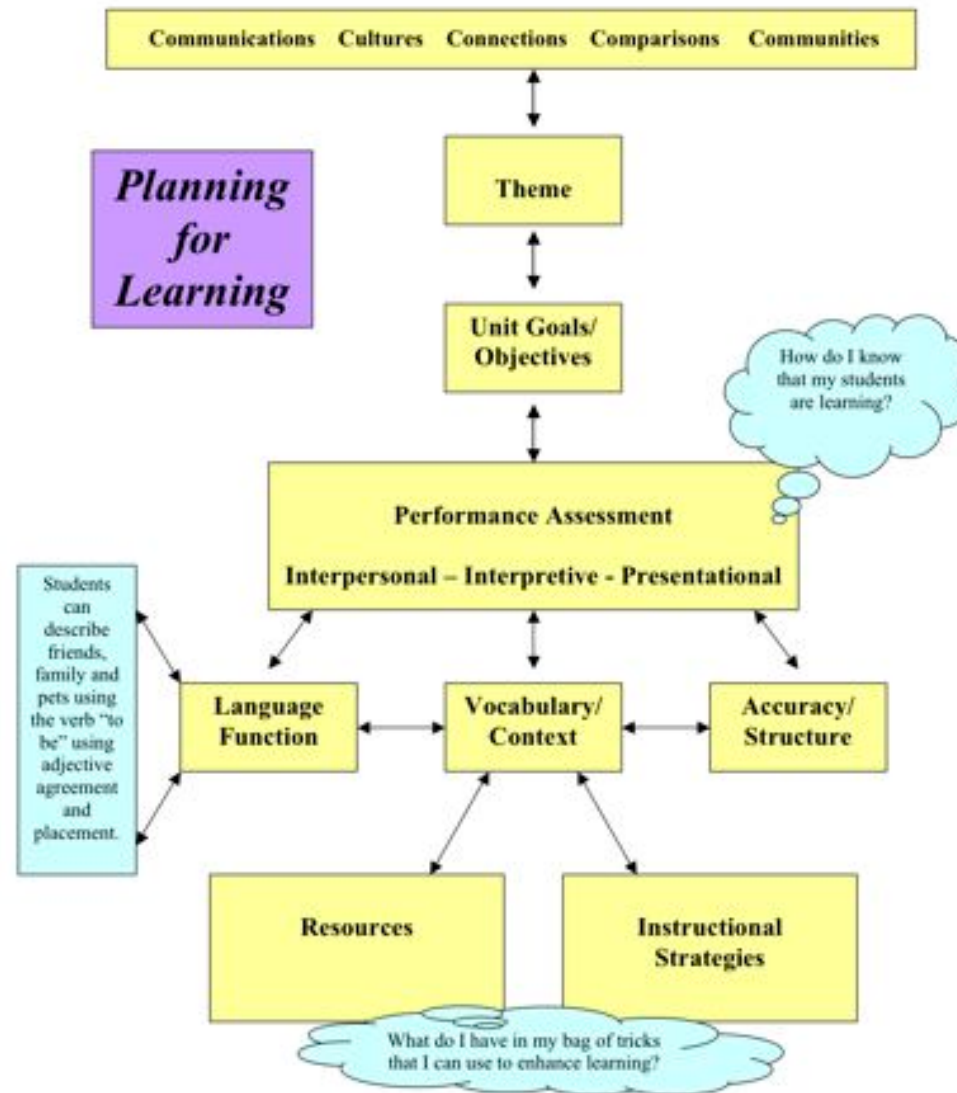


“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey










# Enduring Understandings

(Based on National Foreign Language Standards)

- Effective communication requires knowing how when and why to say what to whom.
- Global citizenship requires an ability to communicate in more than one language.
- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me.
- The study of a foreign language develops insights into the nature of language and culture.
- Custom and tradition vary within a culture, as well as between cultures.



# Essential Questions

(related to 5Cs)

- What does it mean to communicate effectively?
- How do I develop proficiency in a second language?
- What is culture? How can I develop a multi-cultural perspective?
- Why do I value the ability to communicate in a second language?
- What self-knowledge am I acquiring as I study another language and its cultures?





# Understandings/Essential Questions

Communication \* Cultures \* Connections \*  
Comparisons \* Communities

## AP Themes

Global Challenges \* Science and Technology \* Contemporary  
Life \* Personal and Public Identities \* Families and  
Communities \* Beauty and Aesthetics

## Topics

- Consumerism
- Conflict and Cooperation
- Human Rights
- Gender Issues
- Poverty
- Quality of Life
- Aging
- Friendship
- Life Skills
- Exploration
- Balance of Life
- A Healthy Lifestyle
- Memories
- Immigration
- Integration
- Responsibility
- Community Development
- Change
- Liberty / Freedom
- Wants vs. Needs

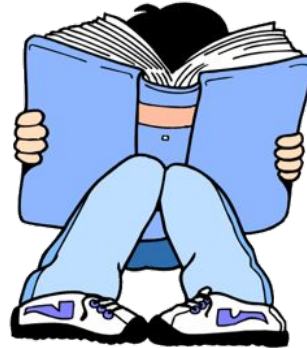
# Transitioning from the Textbook

Textbook Topic	Revised Theme
Food	
Airplane / Hotel Travel	
Daily Routine	
Celebrations	
Responsibility	
Social Customs	
Restaurant	
Health	
Getting Acquainted	
?????	

# Transitioning from the Textbook

Textbook Topic	Revised Theme
Food	The Art of Food
Airplane / Hotel Travel	Travel as a Political Act
Daily Routine	Live Strong
Celebrations	Our Emotional Selves
Responsibility	Rites of Passage
Social Customs	Culture Shock
Restaurant	Why Food Matters
Health	Pursuit of Health and Happiness
Getting Acquainted	Who am I?
?????	

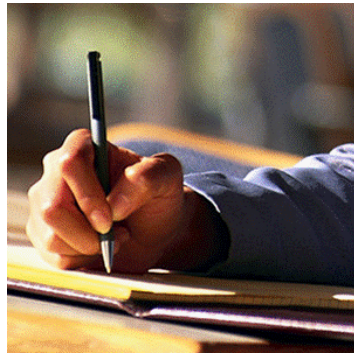
# Three Modes of Communication



Interpretive



Presentational



Interpersonal

## What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentation
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentation



## **Fairy Tales**

Each Spanish III student reads a fairy tale from the target language culture in order to gather information and learn the vocabulary used in this type of story. After researching the vocabulary and studying the grammatical structures, students select the information that best expresses the principal ideas and themes of the story. Students summarize this information in phrases to demonstrate an understanding of the material. Then, key verbs in the story are used to retell the story. Once this activity is finished, students begin an analysis of the story in the target language. They discuss physical appearance, intellectual traits, cultural practices and perspectives, and notable characteristics of the characters. They also talk about the characters' contributions to the story, the principal and secondary themes, and the climax of the story. In pairs or small groups, students select two stories to be combined into one for the purpose of creating one new story. In order to write the new fairy tales, students discuss the characters and their function in the new story, organize the characters to fit the new theme and plot, reevaluate the new situations, and provide solutions to problems and conflicts. Upon completion, each new story is then presented orally through dramatizations. The written story is presented using a multimedia format selected by the students. The story is shared with younger students and/or in story hours at the community library.

Adapted from Standards for Foreign Language Learning



## **Cultural Observation**

In trying to help students understand the similarities and differences between German and American cultures, students are asked to view a series of ten slides depicting cultural diversity in Germany. The students study each slide for one minute and note what they see. In groups, the students discuss their observations and each group then reveals three observations to the whole class. They view the slides a second time and their teacher relates to the class the exact nature of each picture. The students then reevaluate their original observations and talk about the varied attitudes found in their own and in German culture. Students are then asked to keep a journal over the next two-week period in which they jot down various observations about cultural diversity within either the German or U.S. culture. The students are also asked to draw a political cartoon which illustrate the misunderstandings between two cultures.

Adapted from Standards for Foreign Language Learning

**CONNECTIONS**

**CULTURES**

**INTERPRETIVE**

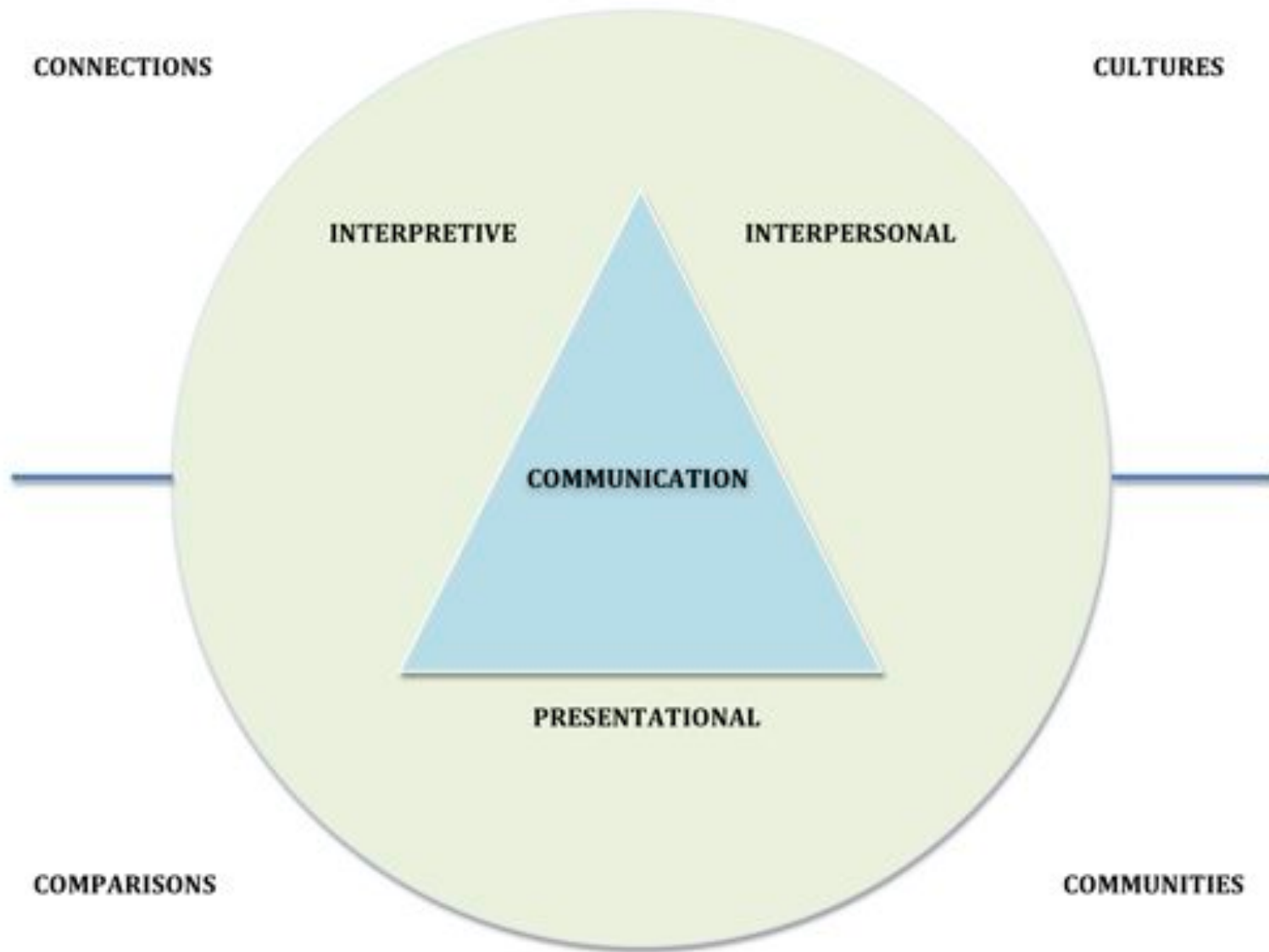
**INTERPERSONAL**

**COMMUNICATION**

**PRESENTATIONAL**

**COMPARISONS**

**COMMUNITIES**





# Complex Thinking – Simple Language



No soy un abrigo.

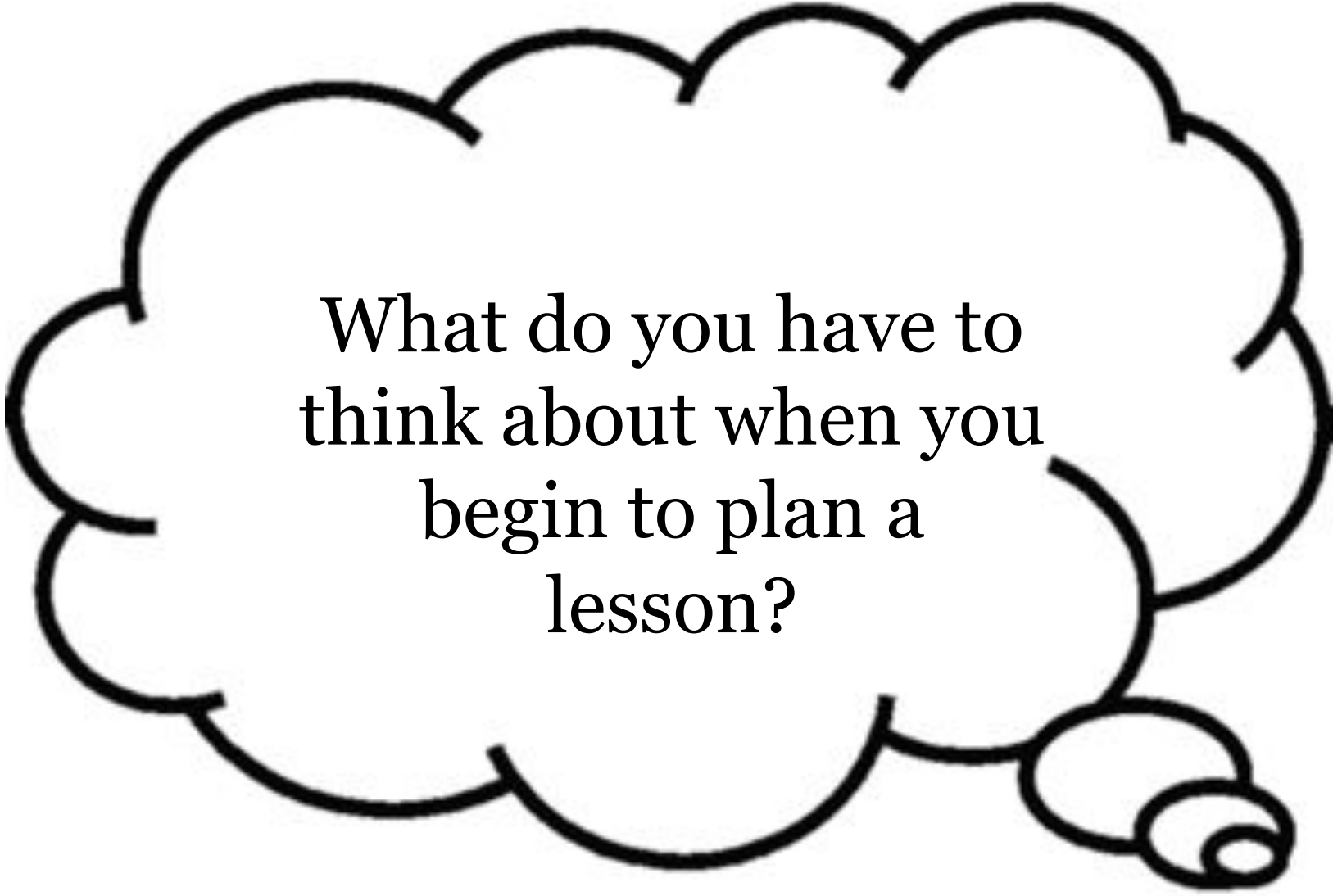

Helena Curtain



[www.quenospasapr.com](http://www.quenospasapr.com)

## Unit Plan

<b>Department:</b>	<b>World Languages</b>
<b>Course:</b>	<b>Level 1 - Novice</b>
<b>Theme:</b>	<b>Global Challenges</b>
<b>Topic:</b>	<b>Endangered Species</b>
<b>Learning Scenario</b>	Students will be able to speak about an endangered species and will be able to persuade others to help that animal. Students will begin by creating a list of endangered animals. They will be able to name and describe several animals. They will also be able to say where the animal lives and identify simple reasons why animals are endangered by discussing both climate and weather as it relates to the habitat of the animal. Students will transfer what they have learned to develop a campaign to save an endangered species.
<b>Standard(s):</b>	State and national standards are given in the course outline. Course level enduring understandings and essential questions are also in the course outline.



What do you have to  
think about when you  
begin to plan a  
lesson?

# The Planning Process

## Level 1

express feelings and emotions

Function (s): state personal feelings

Context (s): react to headline news

Accuracy: verb “to be”, adj.  
agreement

# Vertical Articulation





## Targeted Language Goals

In 10 words or less, how would you define the goal for a level 2 high school class?



## Targeted Language Goals – Parkway School District

### Level 1

use simple sentences / questions  
on very familiar topics

### Level 2

create with language at the sentence  
level; ask questions





## Targeted Language Goals – Parkway School District

### Level 3

develop ideas with supporting details  
in three time frames

### Level 4

narrate and describe in three time frames

### Level 5

state an opinion and defend/support that opinion

# Vertical Articulation



## Level 1 — Novice

Who are the people in this picture? Describe them. What do they like to do? What don't they like to do?

## Level 2 — Intermediate

What did members of this family do yesterday? What questions would you like to ask about this family?

## Level 3/4 — Intermediate

This family spends time together each week. What traditions exist in your family? Explain one tradition in detail. What are you currently doing to create or continue family traditions? What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future.

## Level 5 — Pre-Advanced

Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief? What impact would stronger families have on our society? Support your opinions with specific examples.

# Cinderella

## Level I

Cinderella is a girl. She isn't happy. She works a lot. Her mother doesn't like Cinderella. She has two sisters. They don't like Cinderella. There is a ball. Cinderella doesn't go to the ball....

## Level II

Cinderella is a poor young girl. She has two sisters who are not nice. And her mother doesn't like her much. One day the family is going to go to the ball at the king's castle. Cinderella can't go because she doesn't have a pretty dress....

## Level III

Once upon a time there was family of two sisters and their mother. They had a step-sister, Cinderella. The mother loved her two ugly and mean daughters, but she didn't like Cinderella, who was beautiful and nice. One day, the king invited all the young girls to meet his son, the prince. But Cinderella, who didn't have anything nice to wear, couldn't go....



#### Level IV

Once upon a time there was a family composed of a mother and her two mean and ugly daughters. In the small house lived Cinderella, the step-sister, who had to do all the household chores. Because of her great charm and beauty, Cinderella was hated by her step-mother and two step-sisters who were jealous. One day, there was an invitation sent by the king, who was giving a grand ball at the castle in honor of his son. All the young girls of the kingdom were invited; except Cinderella who, not having anything to wear for such a rich ball, could not attend....



#### Level V

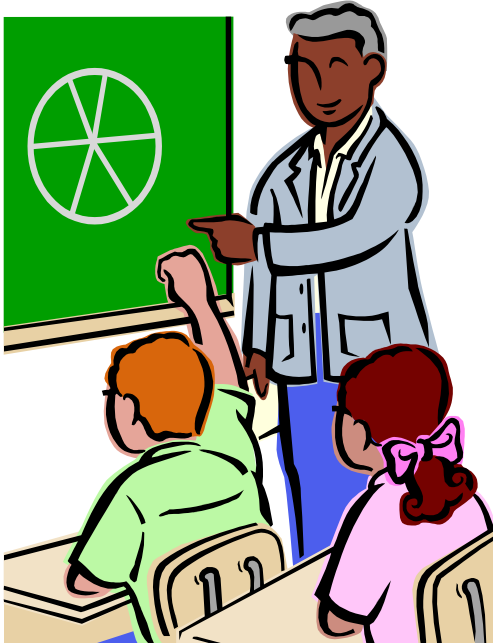
Once upon a time there was a girl named Cinderella whose step-mother made her work all day long. But her two vain and lazy step-sisters would only walk around in their beautiful dresses making fun of Cinderella who was always dressed for doing household chores. One day, a letter arrived from the king who was making preparations for a grand ball at which his son would choose his future bride from among all the young girls of the kingdom. Cinderella really wanted to attend but couldn't because all she had were the old charwoman clothes she was wearing.

# Setting Goals

- Video p. 112
- Bell ringer
- Act. 1 p. 14
- Exprimons-nous p. 114
- Act. 4 p. 115
- Comparisons p. 123
- Reading p. 136
- Numbers to 60
- Homework

- State what classes you like/don't like and give a reason.
- Ask others for their opinions of classes.
- Say when you have a certain class.

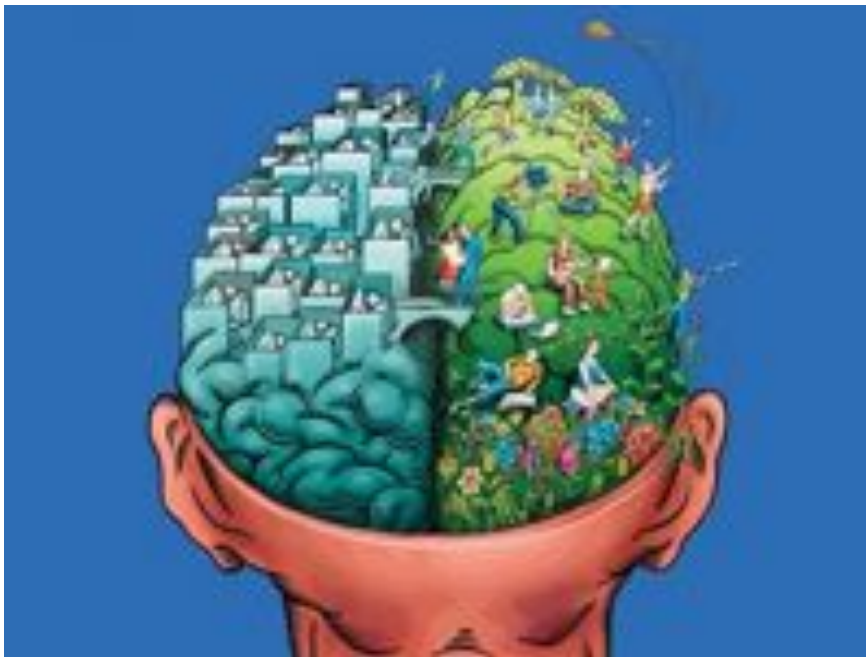
Teaching is .....



*what occurs  
outside the  
head.*

Ruby Payne

# Learning is .....

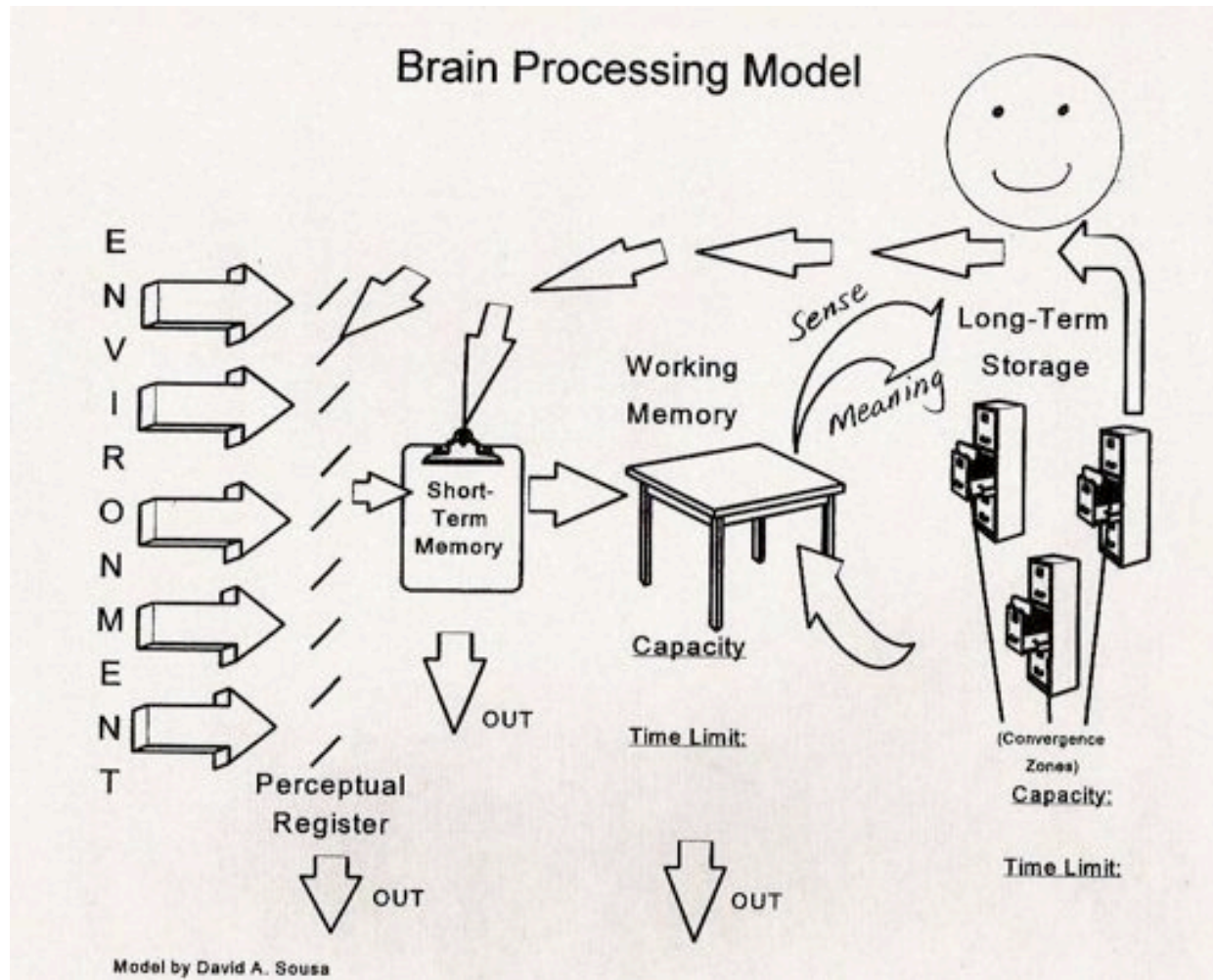


*what occurs  
inside the  
head.*

Ruby Payne



# How the Brain Learns



Learning Manual for *How the Brain Learns*. Copyright 1998 by David A. Sousa.  
Photocopying permissible for classroom and staff development use only.



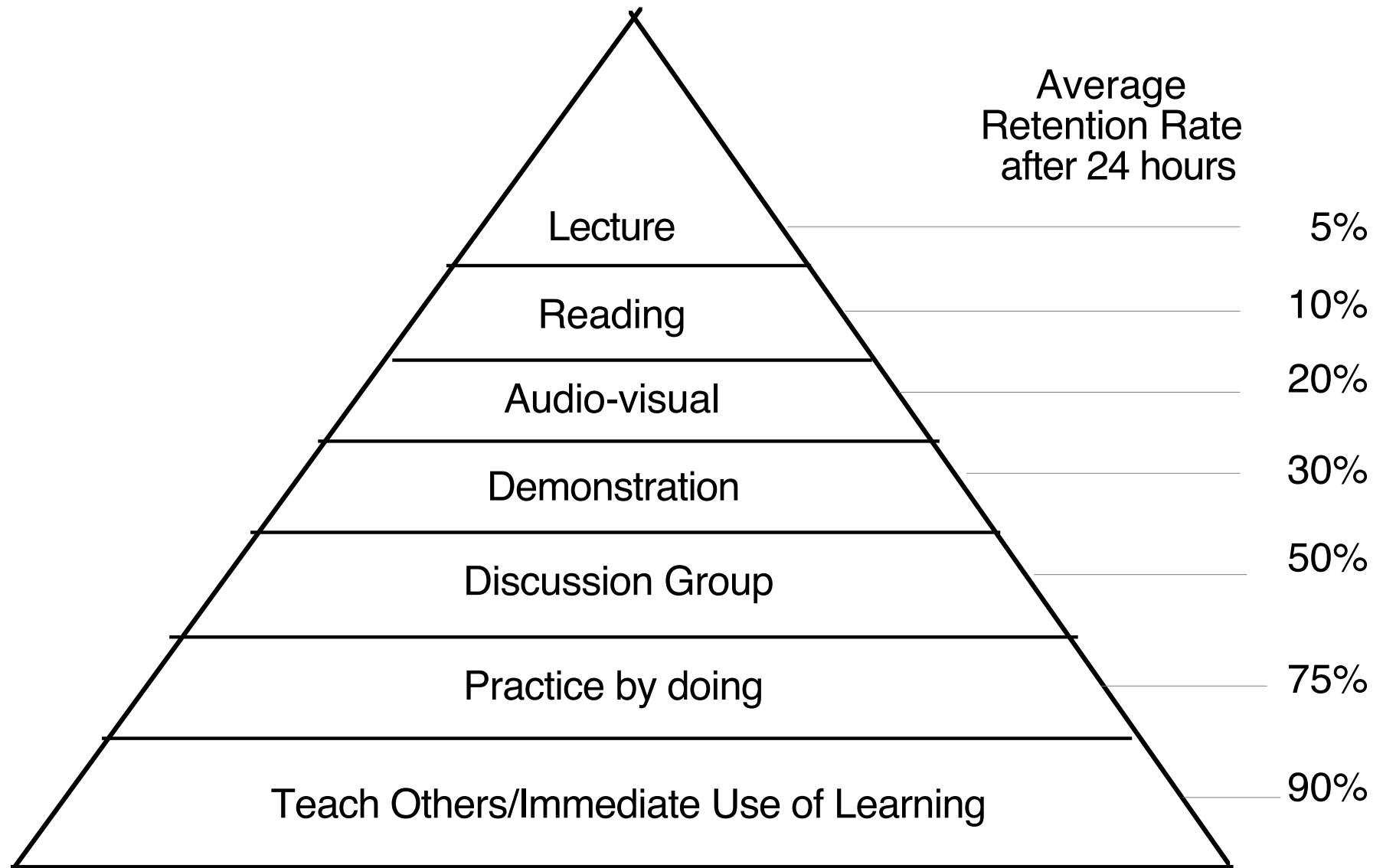
# Working Memory Capacity

**Working memory is limited and can deal with items for only a limited time. For focus to continue, there must be some change in the way the individual is dealing with the item.**

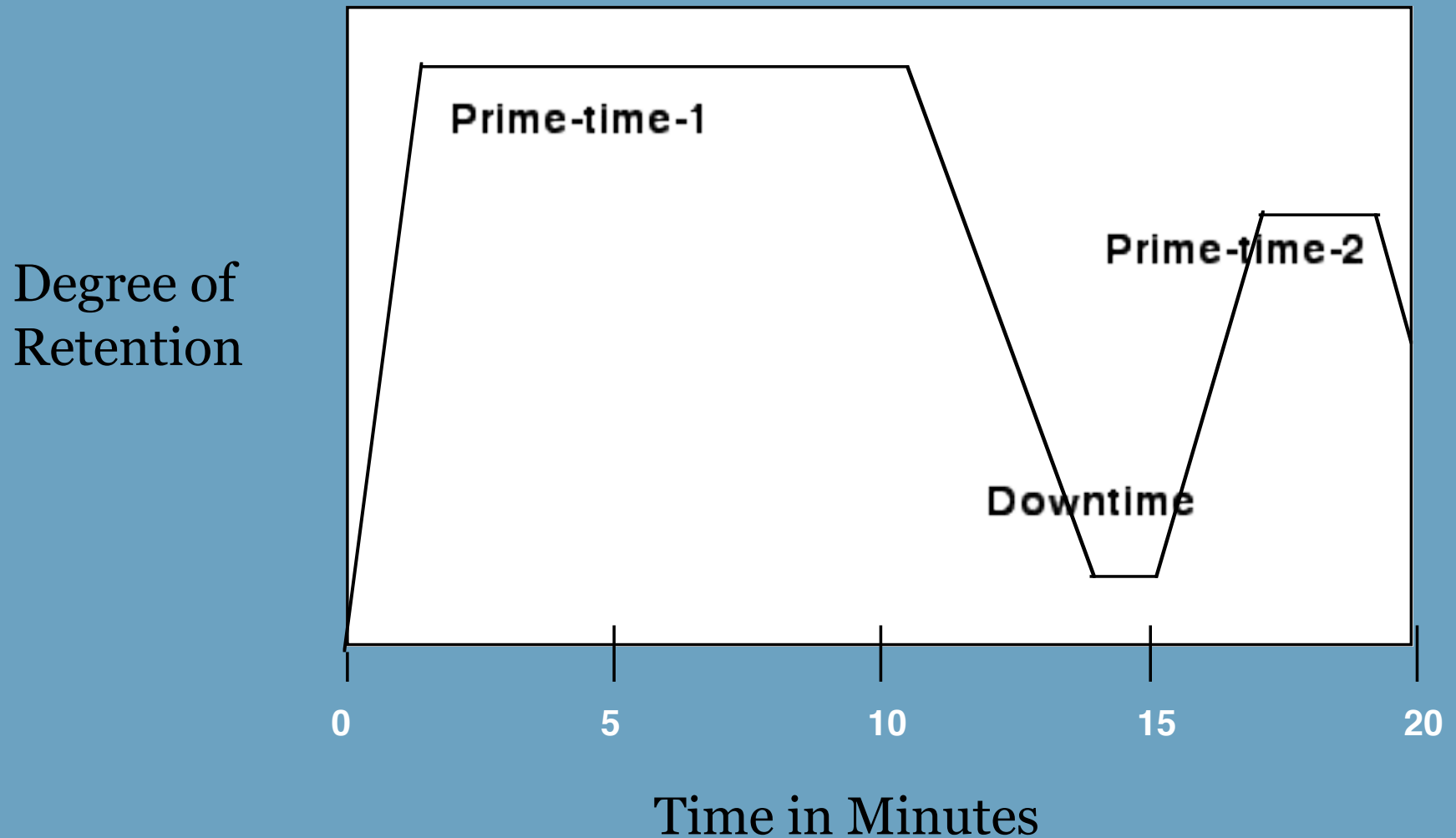
Age	# of items*	Time Span
5 – 14	3 - 7	10 minutes
14+	5 – 9	20 minutes

\*An item is an individual piece of information – the ending of a verb, a new vocabulary word, etc. Only “chunking” pieces of information allows the learner to work with multiple items.

# Pyramid of learning



# Primacy-Recency





# Sponge Activities

Madeline Hunter, at the UCLA lab School, designed a series of activities called SPONGE activities, which keep students focused and on-task during formerly idle moments of class.

**SPONGE**, is an acronym for:

**S**HORT, intense, vivid activities, which provide  
**P**RACTICE of learned material, which students can do  
**O**N THEIR OWN, and which will also include  
**N**EW arrivals or those finishing an assignment early, by keeping the  
**G**ROUP involved, and designed to  
**E**LICIT an immediate response.



# S.P.O.N.G.E

## SAY TO YOURSELF

In this type of sponge, you ask the student to think quietly. This type of quiet activity is good for settling things down at the beginning of class, after a fire drill or an announcement, while you are erasing the board, while they are moving into their groups, or after a test while a few slower students are still finishing. Here are some examples of this type of sponge:

- Describe to yourself ...
- Tell yourself .. .
- Think of ...
- Picture to yourself ...
- Read the poem and locate the main idea.
- Read and decide the appropriate title.



# S.P.O.N.G.E

## SAY TO OTHERS

- Take turns describing ...
- Tell each other most important thing you learned in this class.
- Ask your partner a question.
- Draw a picture of ... describe it to your partner.



# S.P.O.N.G.E

## WRITTEN RESPONSE

- List ...
- Write a five-word description of the story.
- Complete this sentence:
- List four famous people and qualities to describe them.
- Write a question I could ask on tomorrow's test/could have asked on yesterday's test but didn't.
- Write a two-sentence description of the poster.
- Write what I just said on a piece of scrap paper, in your own words.
- Draw a star next to the most important item in your notes.

# S.P.O.N.G.E

## SIGNALING

- Show if a sentence is true or false.
- Stand up if you know the answer.
- Hold your thumb up, down, or sideways: up for *yes/agree*, down for *no/disagree*, sideways for *don't know*.
- Point to the picture of a \_\_\_\_\_.
- Write the word for \_\_\_\_\_ in the air with your finger.
- Show me with your face how this character felt.



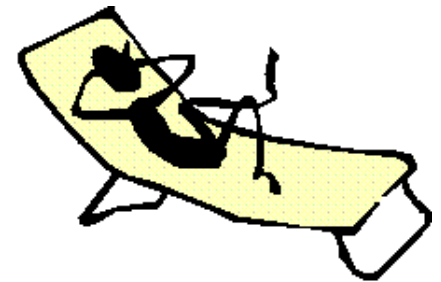


# Cooperative Learning

- Individual accountability
- Positive Interdependence
- Interpersonal and small group skills
- Group Processing
- Face-to-face interaction

## Individual Accountability

Cooperative learning groups are not successful until every member has learned the material or has helped with and understood the assignment. It is important to frequently stress and assess individual learning so that group members can appropriately support and help each other.





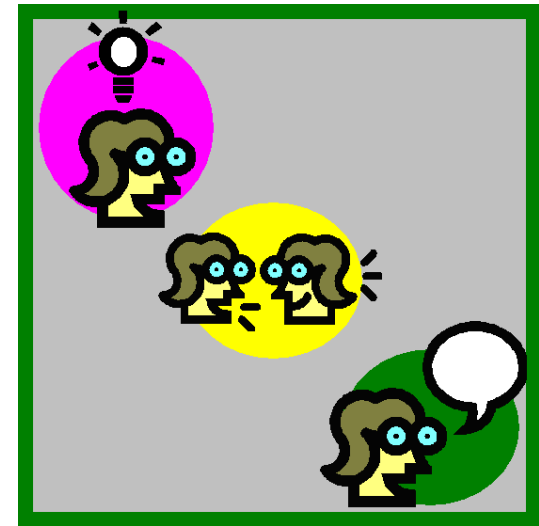
## Some Ways to Ensure Individual Accountability

- Students do the work first to bring to the group
- Pick one student at random to orally answer questions studied by the group
- Everyone writes, then certifies correctness of all papers; you pick one to grade.
- Listen and watch as students take turns orally rehearsing information
- Assign jobs or roles to each student

# Strategies for Cooperative Work

## *Think - Pair - Share*

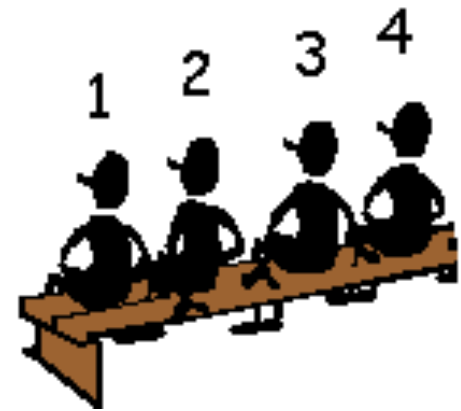
The teacher poses a problem or presents a topic. Students are given time to think. They then pair with another student to discuss the problems or find a solution. Finally they share their thoughts with the whole class.



# Strategies for Cooperative Work

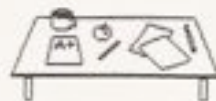
## *Numbered Heads Together*

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together and discuss it. The teacher calls a number and a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or to elaborate on the response.



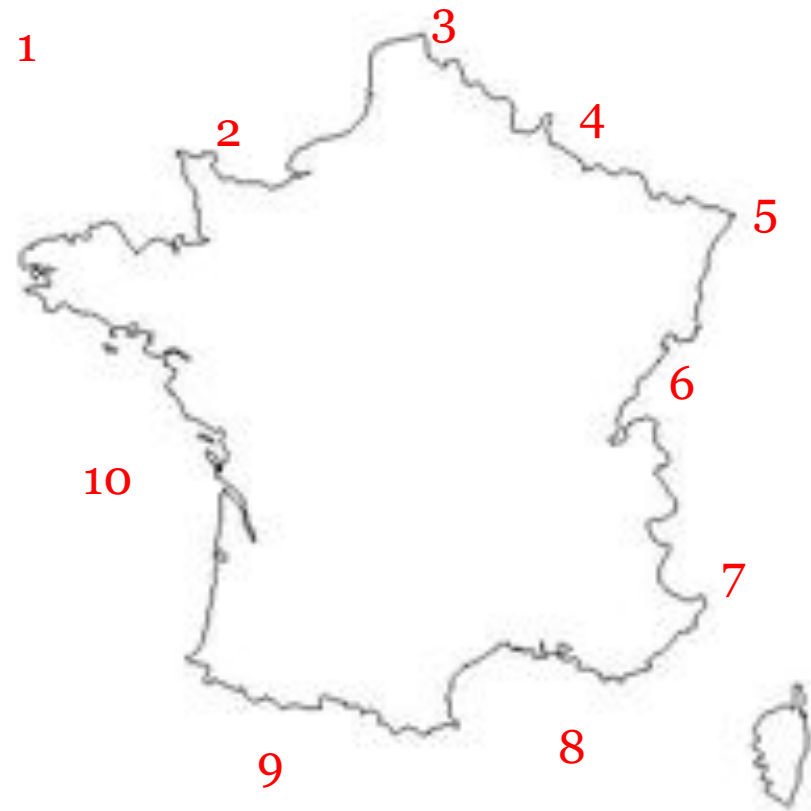
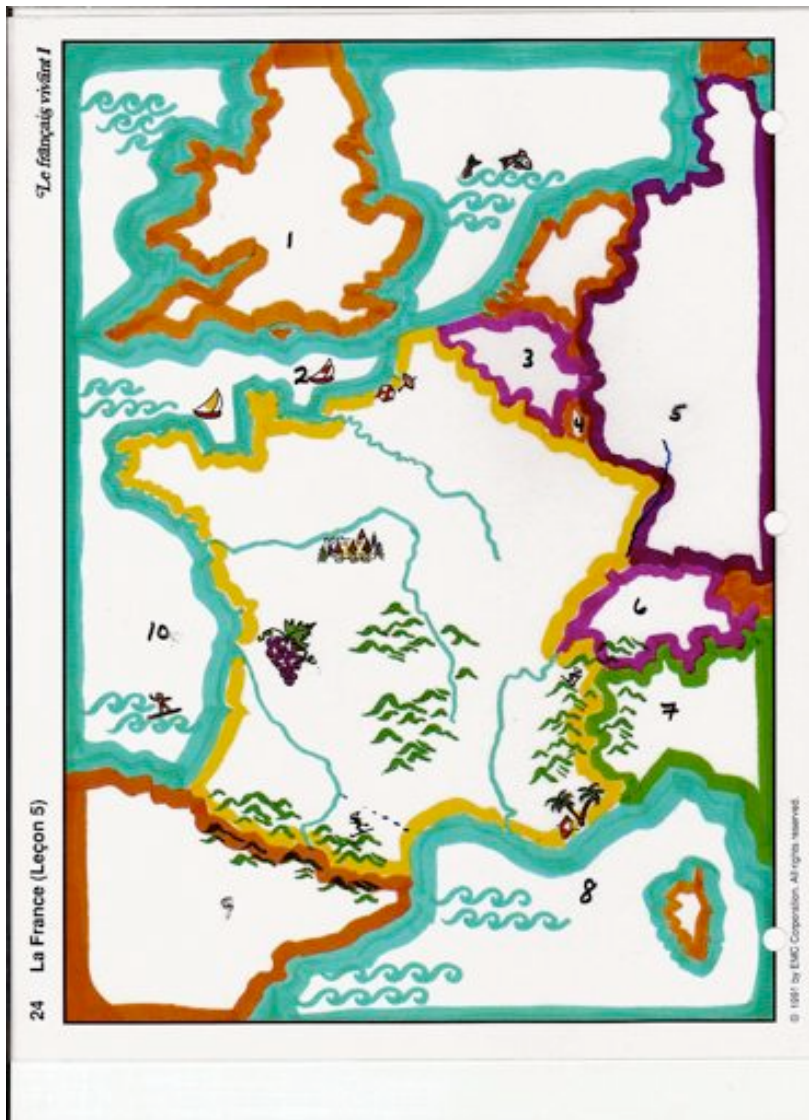
Français I - Second Hour (3) (Default Chart) 3/20/96  
 Préparé par Mme Laura Terril, Parkway South High School

1 Lillian Ware	3 Gerran Wilson	3 Tom Cardwell	1 Matt Duncan	1 Bridget Teaters	4 Miranda Tyus
2 Cindy Whitfield	4 Dan Hartwig	2 Marvin Taylor	4 Danny Bunge	3 Scott Russell	2 Lauren Reinholz
4 Maksim Ivanov	3 Kevin Somerscal	X	X	2 Geoff Bowers	4 Ronak Sheth
1 Melissa Mageors	2 Steve Smith	X	X	1 Stuart Palmer	3 Tim Dieterichs



Pts. possible TTH III

# Learn It the First Time



# Assessment vs. Evaluation



Formative vs. Summative





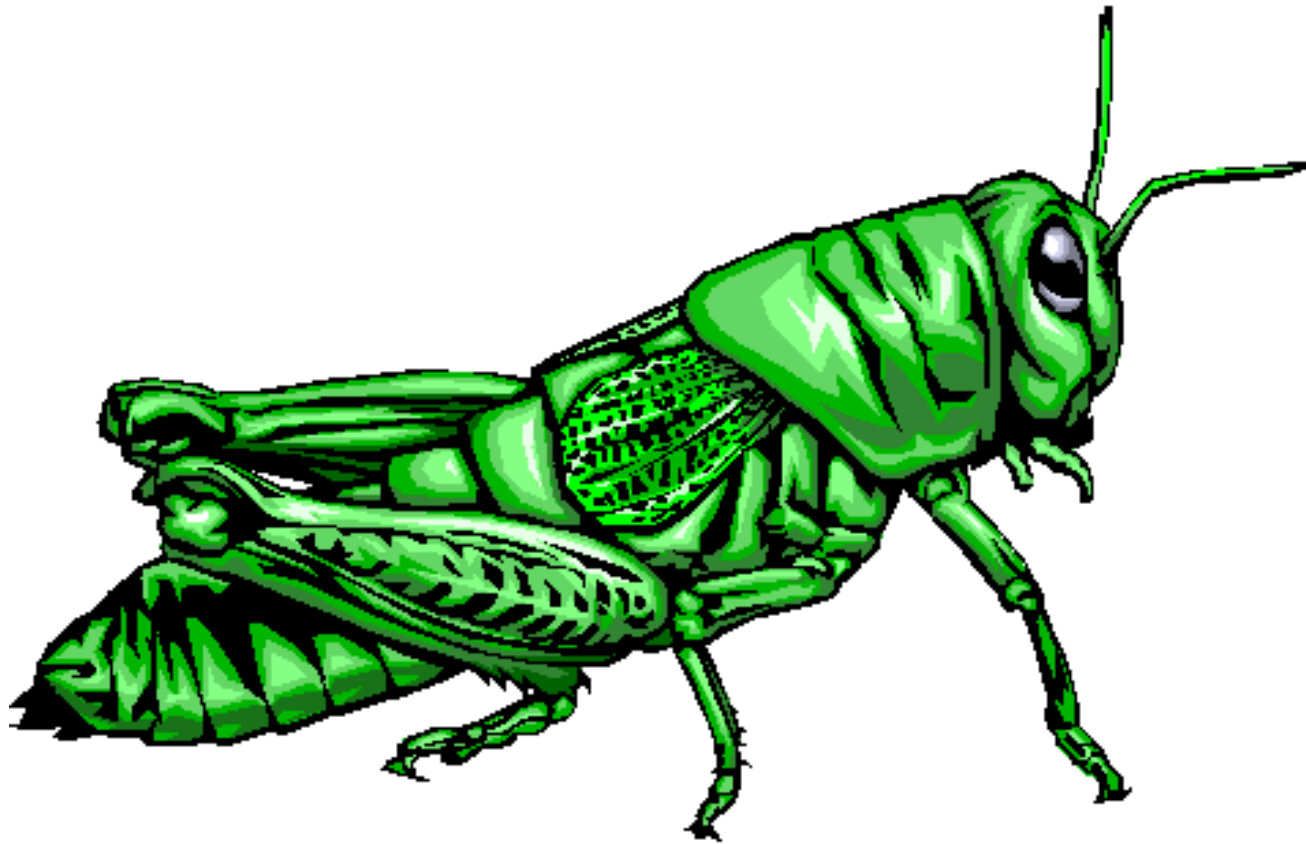
## The Spanish AP Essay

The Spanish language essay requires students to listen to an authentic text and read an authentic text.

They must use information from both texts to write an essay.

Students are then allowed 5 minutes to plan and 40 minutes to write an essay of at least 200 words.

Required for an “A”



**Interpersonal / Presentational Speaking and Writing - Novice (Level 1)**

	5	6	7	8	9	10
	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	
<b>How well do I use the target language?</b>  Task Completion / Vocabulary	partial completion of the task; minimal use of new vocabulary		completes task; good use of new vocabulary		elaborates to complete task; excellent use of new vocabulary	
<b>How sophisticated is my language?</b>  Words / Phrases / Sentences	limited use of words and phrases		uses words, phrases and memorized sentences		begins to create with language using simple sentences, isolated words and memorized phrases	
<b>How accurate am I when using the target language?</b>  Structure	frequent errors; primarily accurate at the word level		some errors in studied structures; mostly correct when using words, phrases and memorized sentences		good control of studied structures; accuracy decreases when trying to express own meaning	
<b>How well do others understand me?</b>  Comprehensibility	difficult to understand; message is distorted		occasional misunderstandings		generally understood, message is clear	
<i>Interpersonal Speaking Tasks Only</i>						
<b>How well do I keep the conversation going?</b>  Communication Strategies & Fluency	does not demonstrate an ability to keep the conversation going; speech is slow and halting		responds to basic direct questions and asks formulaic questions; hesitations occur;		responds to basic, direct questions and asks simple questions; hesitations occur, but seem natural	



# Evaluation or Feedback?

## Question-response-evaluation

- The teacher asks a question.
- The student responds.
- The teacher **evaluates**, by giving an evaluative statement such as “very good” or by asking the same or similar question of another student.

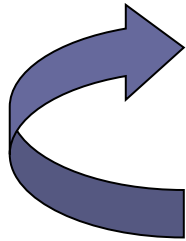
## Question-response-feedback

- The teacher asks a question.
- The student responds.
- The teacher provides **feedback** in order to encourage students to think and to perform at higher levels (Tell me more! Are you saying that....?)

# ACTFL Integrated Performance Assessment

## 1. Interpretive Communication Phase

Students listen to and / or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

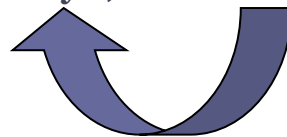
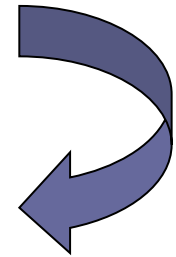


## 3. Presentational Communicative Phase

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

## 2. Interpersonal Communication Phase

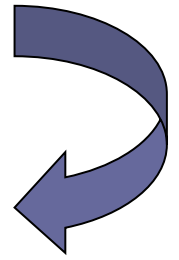
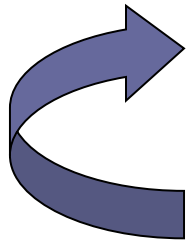
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text. This phase is audio- or videotaped.



# ACTFL Integrated Performance Assessment

## 1. Interpretive Communication Phase

Read and listen to information on 2 endangered species.  
Complete a graphic organizer on each animal.

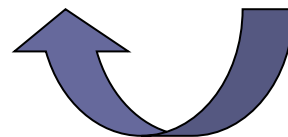


## 3. Presentational Communicative Phase

Narrate the story of one particular animal and create a multimedia public service announcement or advertisement to call attention to the plight of that endangered species.

## 2. Interpersonal Communication Phase

Imagine a conversation that might take place between the 2 different endangered species. Identify and describe “yourself”, comment on where you live, what the weather is like and comment on what you need to survive.

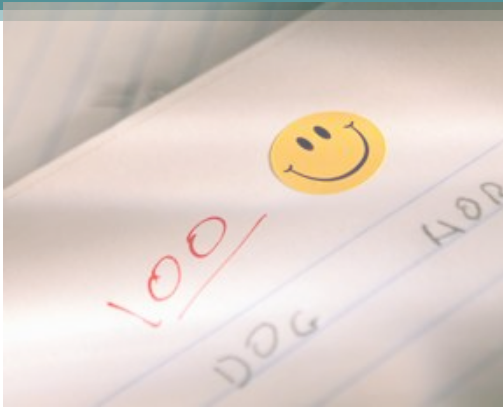


Assessment Evidence	
Performance Task Summary (Integrated Performance Assessment)	
Interpretive	Read and listen to information on 2 endangered species. Complete a graphic organizer on each animal.
Interpersonal	Imagine a conversation that might take place between the 2 different endangered species. Identify and describe "yourself", comment on what you need to survive.
Presentational	Narrate the story of one particular animal and create a multimedia public service announcement or advertisement to call attention to the plight of that endangered species.
Formative Assessments	Other Summative Assessments
<ul style="list-style-type: none"> <li>• Keep a vocabulary log</li> <li>• Keep a dialogue journal</li> <li>• Complete self-assessment "can do" statements</li> <li>• Do Quick Write / Quick Draw and Share</li> <li>• Write a "Who am I"</li> <li>• Place animals correctly on world map</li> </ul>	<ul style="list-style-type: none"> <li>• Create a multimedia campaign to save a particular species</li> </ul>

# Self-assessment – Endangered Species

I can do the following:	Agree	Agree Somewhat But Need To Improve	Not Yet
Name animals.			
Describe animals in terms of size and color.			
Describe animals in terms of personality.			
Say what animals eat.			
Say where animals live.			
Describe the weather where animals live.			
Comment on harmful and helpful human practices.			





We destroy the love of learning in children, which is so strong when they are small, by encouraging and compelling them to work for petty rewards--gold stars, or papers marked 100 and tacked to the wall, or A's on report cards, or honor rolls, or dean's lists or Phi Beta Kappa keys--in short, for the ignoble satisfaction of feeling that they are better than someone else.

~John Holt



# Seven Perspectives on Grading

1. Grading is not essential for learning.
2. Grading is complicated.
3. Grading is subjective and emotional.
4. Grading gives little information about student strengths and weaknesses.
5. Grading has a limited research base.
6. Grading has no single best practice.
7. Grading that is faulty damages students and teachers.

Adapted from How to Grade for Learning  
Ken O'Connor



# Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Adapted from How to Grade for Learning, Ken O'Connor



<b>Remembering</b>	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
<b>Understanding</b>	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
<b>Applying</b>	Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
<b>Analyzing</b>	Can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
<b>Evaluating</b>	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
<b>Creating</b>	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write

# Bloom's Choice Board

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

# Bloom's Choice Board

Make a list of the classes you are taking and state your opinion of each class.	Draw an abstract picture of a class. Write a detailed explanation of your drawing for those who can't interpret it.	Create an advertisement for your favorite class, justifying why someone should take that class.
Compare and contrast your favorite and least favorite classes.	Defend your position on why you love or hate a specific class.	Tell what times your classes begin and end.
Invent and describe your ideal class.	Prepare 5 "password" clues for five classes.	Interview a friend about what classes he/she has and find out when they are.

# Three Modes of Communication

## Interpersonal






# Communication:

knowing how,  
when,  
and why,  
to say what  
to whom

ACTFL





# Communication:

## What does it mean to be proficient in a language?

head

nose

foot

ears

hand

mouth

stomach

knee

eyes

hair



# Proficiency?

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say you are going to do.

What will you do next weekend?

Replace the object in the sentence with a direct object pronoun.

When did you have time to read that book?

Write one sentence that includes  
the ideas in both images.



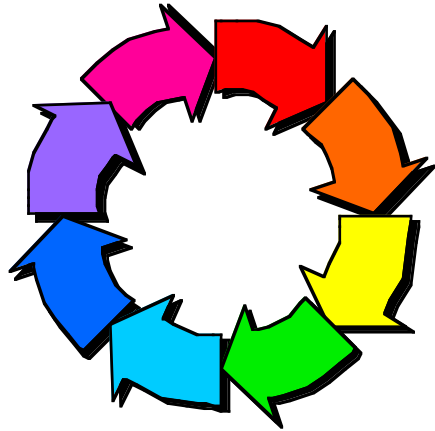
# Asking Questions



# Petit déjeuner ou déjeuner?



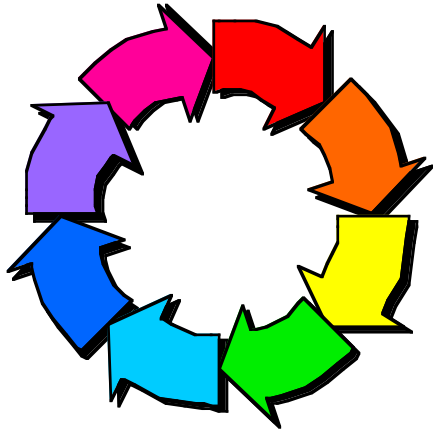
# Raise the proficiency level



1. but
2. not
3. never
4. and
5. because
6. red
7. always



# Raise the proficiency level



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



# Interpersonal

## Speaking Test Sports et Loisirs

Role-play B: You are being interviewed for a position as a camp counselor.

Have a conversation in which you:

- ask questions to find out what you would do each day
- explain what you really like to do
- justify why you don't like to do something





# Speaking Assessments

## Evaluation of *speaking* proficiency

Student's name \_\_\_\_\_ Level/Language: \_\_\_\_\_

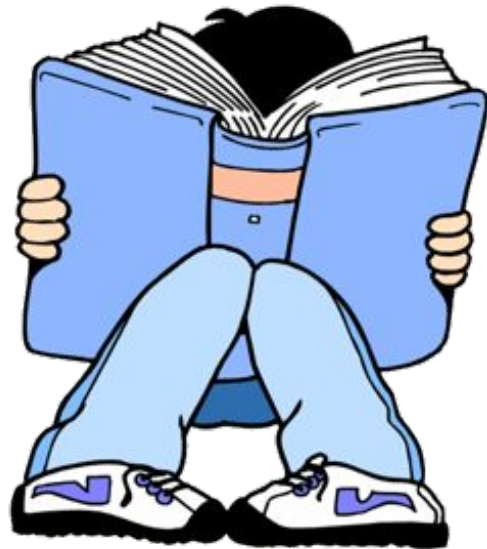
Chapter or topic \_\_\_\_\_ Period: \_\_\_\_\_ Score: \_\_\_\_\_

	0-3	4	6	7	8	9	10
<b>Fluency</b>		speech is halting; incomplete thoughts barely comprehensible	frequent hesitation; somewhat comprehensible	some hesitation but manages to complete thoughts; generally comprehensible	continuous speech; pauses occur but in a natural way; readily comprehensible		speech flows without hesitation; communicates well
<b>Vocabulary</b>		inadequate or inaccurate; reverts to English; not able to handle task	limited; only able to handle portions of the task	adequate to complete task with few additional details	varied; completes task with some additional detail		extensive; completes task; elaborates and provides relevant, interesting details
<b>Pronunciation</b>		frequent errors; difficult to understand	errors lead to occasional problems with communication	mostly intelligible; occasional misunderstandings	always intelligible; errors do not prevent communication		intonation and pronunciation sound natural; no comm. interference
<b>Accuracy</b>		frequent errors which inhibits communication	little control of studied functions and structures; meaning is distorted	some errors in studied functions and structures; meaning is clear	good control of studied functions and structures; no comm. interference		studied functions and structures are used correctly; communicates well
<b>Comprehension</b>		understands little of what is said	understands some of what is said with repetition, paraphrasing etc.	understands most of what is said with repetition or paraphrasing	understands most of what is said at natural speed		understands everything at natural speed

Comments:

# Three Modes of Communication

## Interpretive



# Reading Strategies



# Before



# During



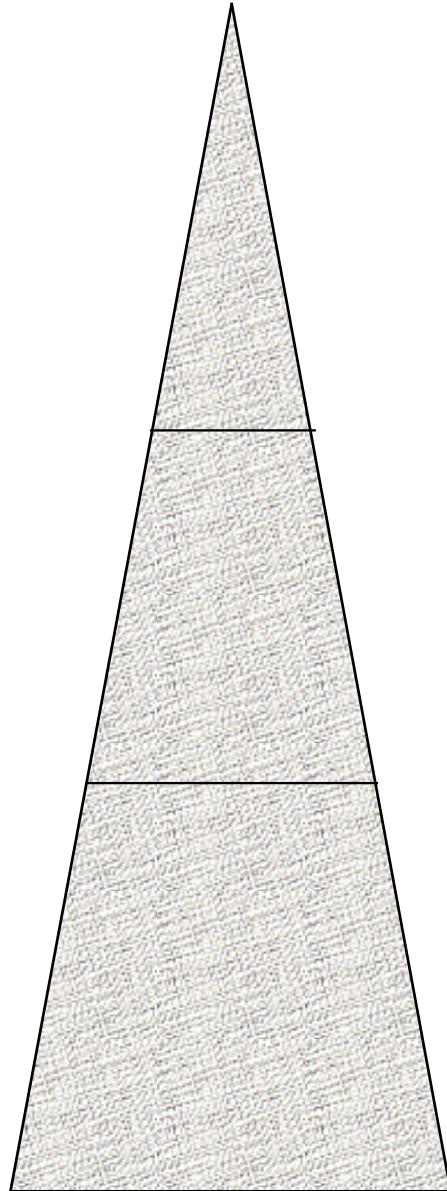
## After

## Traditional Format

Reading  
assignment  
given

Independent  
reading

Discussion to  
see if students  
learned main  
concepts, what  
they “should  
have” learned

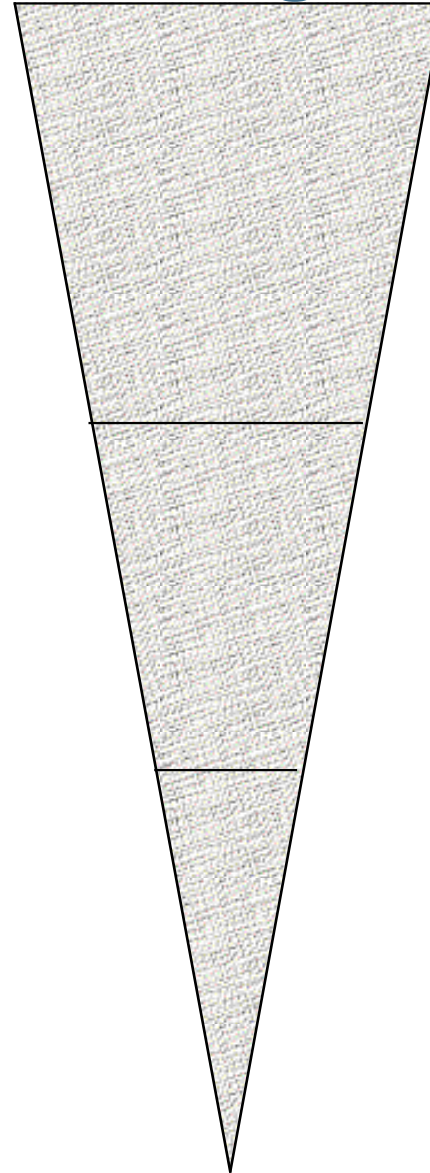


## Strategic Format

Prereading  
activities:  
Discussion  
Predictions  
Questioning  
Brainstorming  
Setting Purpose

Guided ACTIVE  
silent reading

Activities to  
clarify,  
reinforce,  
extend  
knowledge

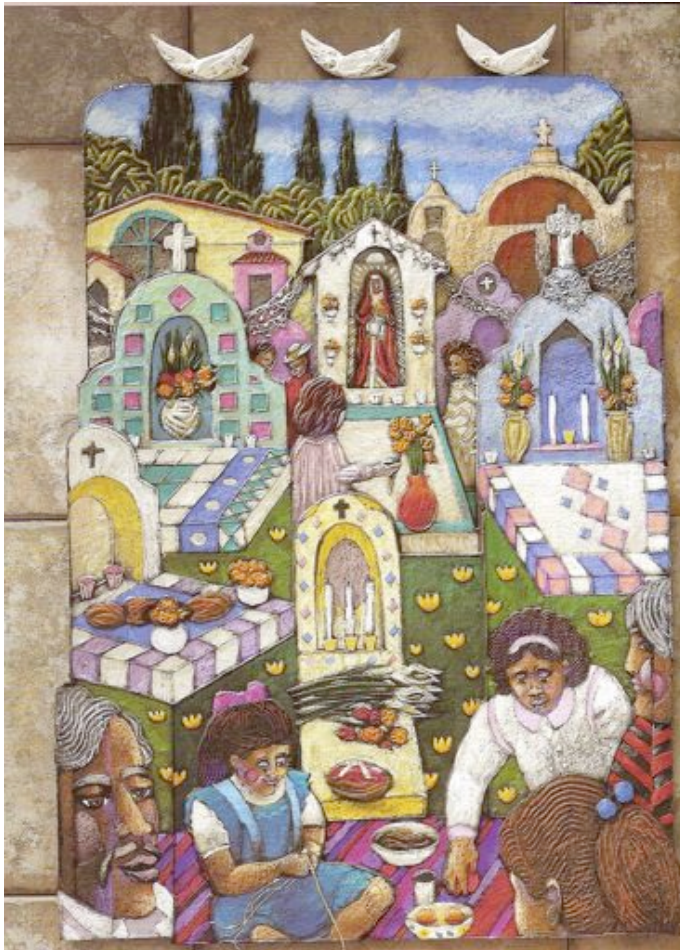




# Un regalo para Abuelita

En celebración del Día de los Muertos

ISBN 0-87358-688-1



*A  
C  
T  
I  
V  
E*

A.C.T.I.V.E.

## Ask Questions

Who?

What?

When?

Where?

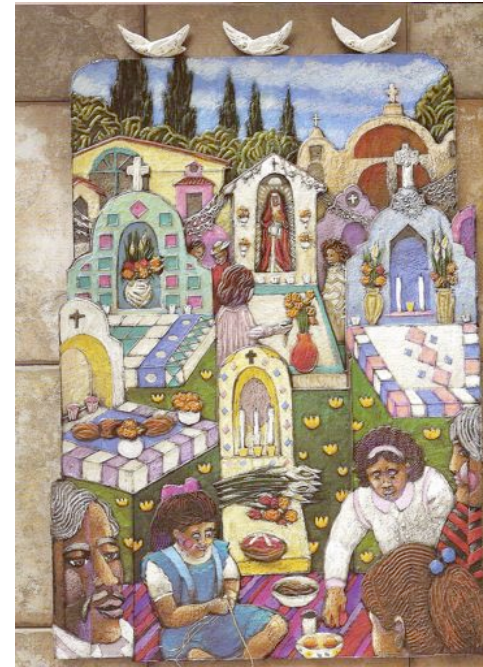
Why?

Which would?

If....then?

Who can?

How did?



Thick questions vs. thin questions



## A.C.T.I.V.E.

## Ask Questions

Abuelita scolded the day she discovered Rosita pulling up plants in the garden.

“I’m weeding!” protested Rosita.

“Those are not weeds!” replied Abuelita. She showed Rosita what to pull and what to save. “These plants are chiles. We will harvest them together. This year you can help me make salsa.”

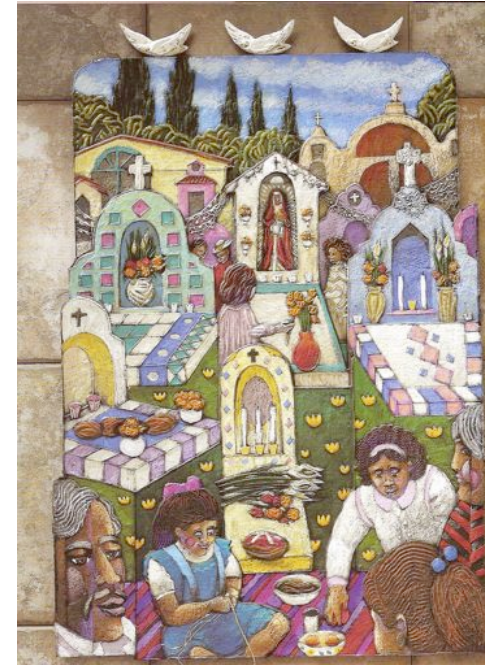
Rosita was pleased. She like helping her grandmother cook.



# A.C.T.I.V.E.

## Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea  
Important idea  
I wonder

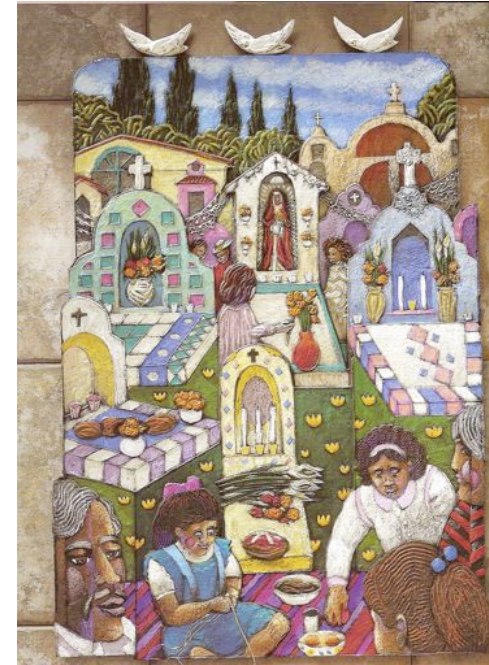
I'm confused  
I remember

I disagree  
I'm surprised

A.C.T.I.V.E

## Track Down

Determine the most important ideas and themes.



Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes



## A.C.T.I.V.E

## Track Down

“We need Abuelita here,” Rosita told Abeulo in October. Her grandfather nodded. His brown eyes glistened.

“Yes,” he said. “I miss her too. You can show Abuelita how much you miss her, *mija*. Make her a gift for when she visits us on the Day of the Dead.”

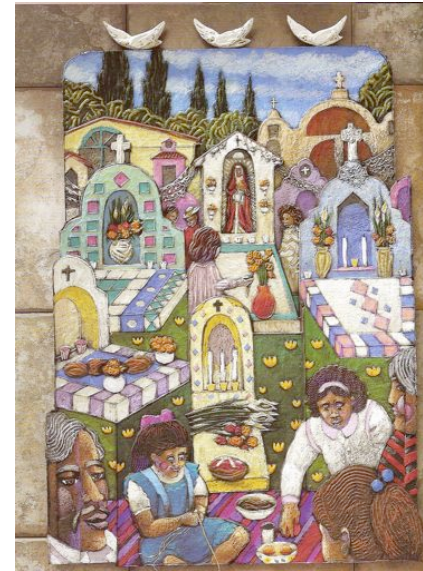
On the Day of the Dead, families remember the people they love who have died. Each family makes an *ofrenda* at an altar to welcome the dead. Everybody make gifts for the altar.

A.C.T.I.V.E.

## Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

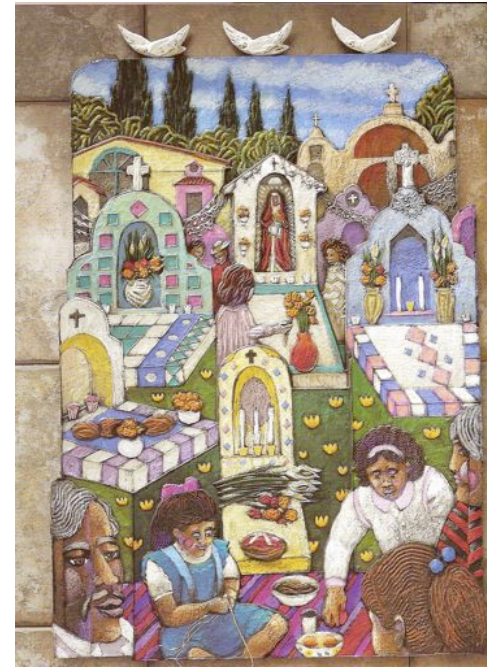
Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.



# A.C.T.I.V.E

## Visualizing

Create visual and other sensory images during and after reading.



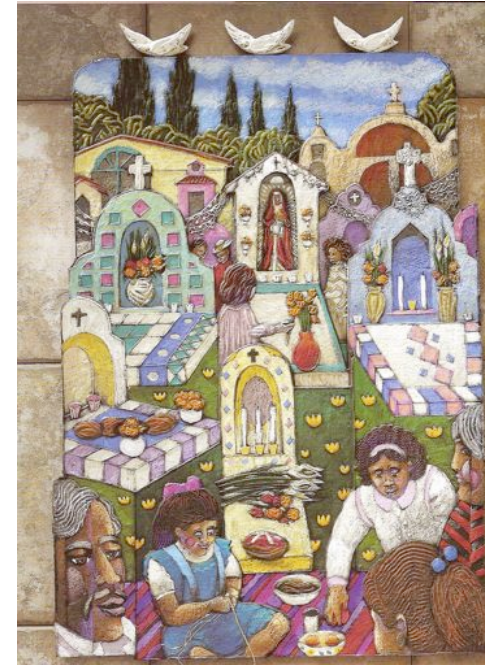
Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.



A.C.T.I.V.E

Eureka!

Retell or synthesize what has been read.



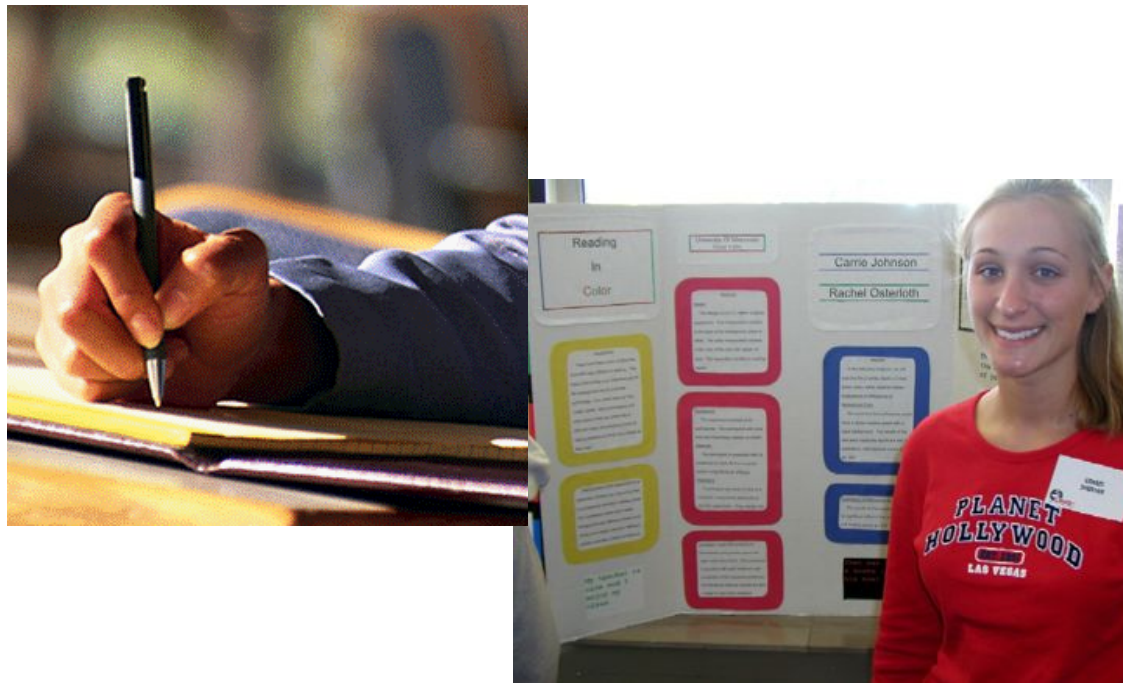
Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

# R.A.F.T.

Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

# Three Modes of Communication

## Presentational





# 6 + 1 Traits of Writing

Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions  
+ Presentation



## *Ideas*

Ideas make up the content of the piece. Writers move from the general to the specific. *“They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!”*

Ruth Culham

# Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....





## *Sentence Fluency*

*“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”*

Ruth Culham



Write 5 sentences about summer.....

*Summer*

It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.



# Organization

*“Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up.....”*

Ruth Culham

# An unusual meal....

Write a topic sentence with at least 10 words.



Sentence 2

Sentence 3

Sentence 4

Write a closing sentence with at least 10 words.



## *Conventions*

*“Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions.”*

Ruth Culham



# Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

# Yesterday - Today - Tomorrow

(Past)

(Present)

(Future)

?



?

## Composition Correction Reference Sheet

The error chart lists codes for your writing errors. You will use the codes and the samples provided to assess and correct the mistakes that you made in your composition.

Code	Explanation	Sample
1. sp	Spelling mistake	<i>sp</i> J'aime bein (bien)
2. s/v	Subject and verb need to agree	<i>s/v</i> Où est-ce que tu habite? (habites)
3. n	Noun / adjective agreement	<i>n</i> J'adore le petite chien noir. (petit)
4. m	Mood – use indicative or subjunctive correctly	<i>m</i> Il faut que tu fais tes devoirs. (fasses)

# Composition Correction Chart

Use this chart to keep track of the number and type of errors that you made in each composition. Your goal is to continue to reduce the number of errors that you make in each category.

[illegible]

# Writing Assessments

## Evaluation of *WRITING* performance

Student's name: \_\_\_\_\_ Language/Level: \_\_\_\_\_

Chapter or topic: \_\_\_\_\_ Period: \_\_\_\_\_ Score: \_\_\_\_\_


	0-3	4	6	7	8	9	10
<b>Content</b>		completes only part of the task; minimal detail	completes only part of the task; a few supporting details	completes task ; a few supporting details	completes task and provides some supporting details		completes task; provides relevant and interesting details
<b>Comprehensibility</b>		reader can understand little of what the writer tries to communicate	reader can understand less than half of what the writer tries to communicate	reader can understand some of what the writer tries to communicate	reader can understand most of what the writer tries to communicate		reader can understand all of what the writer tries to communicate
<b>Accuracy</b>		writer makes so many errors that communication is lost	writer makes a significant number of errors in language usage	writer has some problems with language usage	writer usually uses grammar, spelling, word order, and punctuation correctly		writer uses grammar, spelling, word order and punctuation correctly
<b>Organization</b>		presentation shows no evidence of planning and organization	presentation lacks logical order and organization	presentation is occasionally illogical or confusing	presentation is generally logical and effective with a few minor problems		presentation is logical and effective, shows skill and effort
<b>Style</b>		has simplistic sentence structure	has simplistic sentence structure; little or no use of connectors	has some variety in sentence structure; few connectors used	sentences are clear and varied in structure; some connectors used		sentences are clear and varied in structure; uses a variety of connectors

Comments: \_\_\_\_\_

planning  
teaching  
interpretive



presentational  
create  
learning



“If you want to feel secure,  
Do what you already know how to do.

If you want to be a true professional and continue to grow...  
Go to the cutting edge of your competence,  
Which means a temporary loss of security.

So whenever you don't quite  
know what you're doing,  
know you're growing!”

Madeline Hunter 1987





Laura Terrill  
World Language / ELL Consultant  
8529 Stark Drive  
Indianapolis, IN 46216  
Cell: 314-369-9678  
Home: 317-546-2626  
Email: [lterrill@gmail.com](mailto:lterrill@gmail.com)